DOCUMENT RESUME

ED 161 016 CS 004 450

TITLE Reading Instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through September 1978 (Vol. 39 Nos. 1 through 3).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 78

NOTE 19p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.

DESCRIPTORS Annotated Bibliographies; Auditory Training; *Beginning Reading; *Doctoral Theses; Educational Objectives; Elementary Education; Miscue Analysis; Music; Preschool Education; *Reading Achievement; *Reading Instruction; Reading Materials; Reading Programs; *Reading Research; Stereotypes; Teacher Attitudes; *Teaching Methods; Tutoring

IDENTIFIERS Reading Attitudes

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 25 titles deal with a variety of topics, including the following: learning outcomes produced by single- and multi-grade primary classrooms; the effect of sex-role stereotyped picture books on children's behavior; word recognition and decoding acquisition in beginning readers; content of reading materials with respect to comprehension questions, treatment of the aged, and portrayal of story characters as readers; a measure of attitude toward reading; the impact of objectives-based reading systems; the relationship between modality preferences and types of initial reading programs used; the relationships between reading achievement and factors related to teacher-pupil control behavior, objective-based approaches, teaching styles, and teacher preferences and attitudes; teachers' responses to oral reading miscues; the effects of cross-age tutoring on tutors and tutees; the development and evaluation of a defined minimum skills reading program; symbolization deficits among elementary school pupils; the effect of a kindergarten auditory skills program on first grade reading acheivement; and the effects of music on affective and cognitive development. (GW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED161016

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Reading Instruction: Preschool and Elementary:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, July through September 1978 (Vol. 39 Nos. 1 through 3)

Compiled by the Staff of

The ERIC Clearinghouse on Reading and Communication Skills

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

University Microfilms
International

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

CS004452

The dissertation titles contained here are published
with permission of the University Microfilms International,
publishers of Dissertation Abstracts International
(copyright © 1978 by University Microfilms International),
and may not be reproduced without their prior permission.

This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for the dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Adair, James Hartley
AN ATTITUDE AND ACHIEVEMENT COMPARISON BETWEEN KINDERGARTEN AND FIRST GRADE CHILDREN IN MULTI AND SINGLE GRADE CLASSES

Ashton, Eleanor
THE EFFECT OF SEX-ROLE STEREOTYPED PICTURE BOOKS ON THE PLAY BEHAVIOR OF THREE- AND FOUR-YEAR-OLD CHILDREN

Brown, Mavis Hendricks
A MULTIVARIATE ANALYSIS OF BEGINNING READERS' RECOGNITION OF TAUGHT WORDS IN FIVE CONTEXTUAL SETTINGS: A REPLICATION

Burris, Nancy Ann Pace
THE PORTRAYAL OF READERS IN SELECTED ELEMENTARY READING TEXTBOOKS AND TRADE BOOKS AND AN EXPLORATION OF STUDENT INFERRED IDENTIFICATION WITH THESE STORY CHARACTERS

Combs, Ethel Sweeten
THE GRAS: A MEASURE OF ATTITUDE TOWARD READING FOR PRIMARY PUPILS

Conger, Judy
THE IMPACT OF OBJECTIVES-BASED READING SYSTEMS (OBRS): A NATURALISTIC STUDY OF BARRIERS TO IMPLEMENTATION, EXTENT OF INDIVIDUALIZATION, AND OVERALL EFFECT ON CLASSROOM USERS

Dirienzo, Pasqualina Emilia
ANALYSIS OF BASAL READERS IN REGARD TO TREATMENT OF THE AGED

Donovan, Margaret Ann
THE RELATIONSHIP BETWEEN MODALITY PREFERENCES AND PROGRAMS USED IN INITIAL READING INSTRUCTION

Forlenza, Vito Albert
THE RELATIONSHIP BETWEEN THE CONGRUENCE OF STUDENTS' PERCEPTIONS OF IDEAL AND ACTUAL TEACHER PUPIL CONTROL BEHAVIOR AND READING ACHIEVEMENT

Gordon, Alfred John
A COMPARATIVE STUDY OF THE EFFECTS OF TWO APPROACHES TO TEACHING READING COMPREHENSION ON ACHIEVEMENT OF FOURTH AND FIFTH GRADE STUDENTS OF MIDDLE AND LOW SOCIOECONOMIC STATUS

Green, Judith Lee
PEDAGOGICAL STYLE DIFFERENCES AS RELATED TO COMPREHENSION PERFORMANCE: GRADES ONE THROUGH THREE

Gubler, Lyle William
EFFECTS OF COMBINING LEARNING STRATEGIES ON SPEED OF SYMBOL/SOUND PAIRING IN PRESCHOOL CHILDREN

Hering, Steven Ackerman
THE IMPORTANCE OF TEACHER'S PREFERENCE FOR INSTRUCTION AND ESTIMATES OF READING LEVELS

Jackson, Evelyn Weichert
TEACHERS' RESPONSES TO THE MISCUES MADE BY LOW-AVERAGE AND AVERAGE READERS IN FIVE SECOND-GRADE CLASSROOMS: A DESCRIPTIVE STUDY

Knoll, Patricia Morgan
AN ANALYSIS OF COMPREHENSION QUESTIONS IN SELECTED ELEMENTARY SUPPLEMENTARY READING MATERIALS ACCORDING TO THE BARRETT TAXONOMY

Levy Fran
A COMPARISON OF THE EFFECTS OF CONTINGENT AND NON-CONTINGENT DELIVERY OF TOKENS ON READING TASK BEHAVIOR IN FIFTH AND SIXTH GRADES

Lipa, Sara (Sally) Eleanor
AN INVESTIGATION OF THE RELATIONSHIP BETWEEN FIRST GRADE CHILDREN'S PERCEPTUAL AND CONCEPTUAL ABILITIES AND SUCCESS IN TWO DIFFERENT READING PROGRAMS

Martinson, Linda
AN INVESTIGATION OF DECODING ACQUISITION IN BEGINNING READERS USING A MINIATURE LINGUISTIC SYSTEM

Moore, Velma Estelle Taylor
THE EFFECTS OF CROSS-AGE TUTORING ON ELEMENTARY-LEVEL TUTORS AND TUTEES

Mozingo, Lucille Laye
AN INVESTIGATION OF AUDITORY AND VISUAL MODALITY PREFERENCES FOR TEACHING WORD RECOGNITION SKILLS TO STUDENTS CLASSIFIED AS AUDITORY OR VISUAL LEARNERS

Ramsey, Carl Bentley
THE DEVELOPMENT AND EVALUATION OF A DEFINED MINIMUM SKILLS PROGRAM IN READING IN GRADES 1-5 IN A SCHOOL DISTRICT IN SOUTH CAROLINA

Sharpe, Dorothy Snipes
THE PREVALENCE OF SYMBOLIZATION DEFICITS AMONG ELEMENTARY SCHOOL PUPILS AND THE EFFECT OF PERSONALIZED INSTRUCTION

Sigler, Patricia Baird
THE EFFECT OF A KINDERGARTEN AUDITORY SKILLS PROGRAM ON FIRST GRADE READING ACHIEVEMENT

Smith, Thomas Eugene
AN EVALUATION OF THE EFFECTIVENESS OF THE SECOND GRADE READING PROGRAM AT THE FORT JACKSON DEPENDENT SCHOOLS

Wagley, Martha Jane White
THE EFFECTS OF MUSIC ON AFFECTIVE AND COGNITIVE DEVELOPMENT OF SOUND-SYMBOL RECOGNITION AMONG PRESCHOOL CHILDREN

AN ATTITUDE AND ACHIEVEMENT COMPARISON BETWEEN KINDERGARTEN AND FIRST GRADE CHILDREN IN MULTI AND SINGLE GRADE CLASSES Order No. 7813768

ADAIR, James Hartley, Ph.D. Boston College, 1978. 170pp. Director: Dr. John Jensen

This study was designed to compare the cognitive and affective learning outcomes produced by single and multi grade classrooms at the kindergarten and first grade levels. The basic question asked was "Does the multi grade classroom produce different cognitive and affective learning outcomes than the single grade classroom?" A measure of attitudes toward teachers, peers, school subjects, school social structure and climate, and school in general (School Sentiment Index, 1972) was used to study affective learning outcomes at the kindergarten and first grade levels. Measures of Listening, Word Analysis, Mathematics and Reading Skills (Cooperative Primary Tests, 1967) were used to study cognitive outcomes at the first grade level.

An ex post facto comparative design was employed. The treatment was type of classroom: kindergarten only (single grade), kindergarten-first grade combination (multi grade) and first grade only (single grade). The independent variables were attitudes toward school and cognitive achievement. Age, sex, mental ability, socio-economic status and teacher education level were used as covariates. The classroom was the basic sampling unit and formed the basis for the statistical analyses. Data was analyzed using an analysis of covariance technique.

The study began in the Spring of 1973 and ended in the Spring of 1974. It took place in an upper middle class suburban community in the Northeastern part of the United States. Thirty-nine classrooms from 12 of the 23 elementary school districts were selected for study. The sample consisted of 453 kindergarteners and 500 first graders.

Hypothesis 1 stated that there were no differences in attitude toward school among students from single grade classrooms (kindergarten only and first grade only) and multi grade classrooms (K-1 combinations). This Hypothesis was rejected except for attitudes toward teachers and peers. Students from first grade only classrooms had more positive attitudes toward school subjects, school social structure and climate, school in general and school overall than students from K-1 and kindergarten-only classrooms. There was no difference among any of the groups in their attitudes toward teachers and peers.

Hypothesis 2 stated that there were no differences in attitudes toward school between kindergarteners in kindergarten only and K-1 classrooms. This Hypothesis was accepted for the total scale and for each subscale. There was no difference between the two groups in attitudes toward teachers, school subjects, school social structure and climate, peers, school in general or school overall.

Hypothesis 3 stated that there were no differences in attitude towards school between first graders in first grade only and K-1 classrooms. This Hypothesis was rejected except for attitudes toward teachers. First graders in first grade only classrooms had more positive attitudes toward school subjects, school social structure and climate, peers, school in general and school overall than first graders in K-1 classrooms. There was no difference between the two groups in their attitudes toward teachers.

Hypothesis 4 stated that there were no differences in achievement between first graders in first grade only and K-1 classrooms. This Hypothesis was accepted for listening, word analysis, reading and mathematics skills. There were no differences between first grade only and K-1 first graders in achievement.

The K-1 multi grade classroom was sufficiently different from multi grade classrooms at other grade levels to explain the differences between the results theorized and obtained. In addition, the achievement tests used to measure classroom differences could have been too general to measure achievement differences.

THE EFFECT OF SEX-ROLE STEREOTYPED PICTURE BOOKS ON THE PLAY BEHAVIOR OF THREE- AND FOUR-YEAR-OLD CHILDREN Order No. 7816228

ASHTON, Eleanor, Ed.D. University of Massachusetts, 1978. 158pp. Director: Dr. Grace J. Craig

The purpose of this study was to ascertain the effect of sex-role stereotyped picture books (as compared with non-stereotypic picture books) on the behavior of three-to-five year old children. It was hypothesized that children's literature models sex-role behaviors and these behaviors in turn affect the sex role behaviors of children.

Thirty-two children, sixteen boys and sixteen girls, were individually given the opportunity to play with a select group of male, female, and neutral toys in an experimental room (located down a corridor from their nursery classroom), where their play behavior was recorded on videotape through a one-way mirror. Following this play session, each subject was read a picture book that presented a same-sex main character playing with either a sex-role stereotypic or non-stereotypic toy. After this exposure, the subjects were given the opportunity to play with the same toys and their behavior was again recorded.

It was found that boys and girls exposed to a stereotypic picture book significantly more often select a stereotypic toy with which to play (manipulate and visually regard) than children exposed to a non-stereotypic book. Conversely, boys and girls exposed to a non-stereotypic book significantly more often select a non-stereotypic toy with which to play than children exposed to a stereotypic book. The hypothesis was substantiated by these results.

In addition, female subjects appeared to be more strongly affected by the picture books than their male counterparts. Both male and female groups, however, were more affected by the non-stereotypic picture book than the male and female groups exposed to the stereotypic picture book.

It was concluded that picture books, through their characters, may offer children models that depict sex-role behaviors. When children are exposed to these characters, they may in turn model these same behaviors. Therefore, to encourage the development of each child's potential for personal growth, storybook characters should portray a wide variety and range of sex-role behaviors that are not limited by cultural stereotypic definitions.

A MULTIVARIATE ANALYSIS OF BEGINNING READERS RECOGNITION OF TAUGHT WORDS IN FIVE CONTEXTUAL SETTINGS: A REPLICATION Order No. 7815589

BROWN, Mavis Hendricks, Ph.D. Texas Woman's University, 1978. 176pp.

This study replicated Wood's (1976) study which investigated the use of words in isolation, pictures, and sentence context in teaching word recognition to beginning readers. Learning was assessed on five dependent variables with this study adding a sixth variable; trials to criterion, word in isolation test, word with picture test, word in sentence context test, word in a basal story used in the original study, and word in a new story created to have certain contextual constraints. Multivariate analysis of variance techniques were employed to determine significant differences among these six variables.

The eight target words were used to pretest the randomly selected 250 first graders in order to eliminate children who knew five or more of the words. The final sample consisted of 54 boys and 54 girls who were stratified on the basis of the number of words they correctly pronounced on the pretest. These 108 subjects were randomly assigned to the three treatment

groups: word in isolation, word with picture, and word in sentence context.

Each subject was taught individually by one of three methods, during November and December 1976. Three sets of randomly ordered cards were used for each teaching method. After the teaching procedure, each subject was given five tests. Data utilized in the statistical analyses included the number of trials required to learn the words, and the number of target words correctly pronounced on each of the five tests.

Conclusions

Within the limitations of this study, the following conclusions seem justified.

1. Data gathered in Wood's study and the present study did not support the focal attention hypothesis that pictures and sentence interfere with teaching word recognition. Evidence is given to support the use of sentence context as the most facilitative approach of the three methods of teaching word recognition to beginning readers.

2. Results indicated that when the test used to measure learning was the same as the teaching task performance was biased in favor of that teaching method on two of the three tests.

3. The method of instruction was independent of performance on the story context variable. Readers recognized more words than nonreaders while reading both stories. Nonreaders recognized more words in a story that was contextually constrained than in the basal story.

THE PORTRAYAL OF READERS IN SELECTED ELEMENTARY READING TEXTBOOKS AND TRADE BOOKS AND AN EXPLORATION OF STUDENT INFERRED IDENTIFICATION WITH THESE STORY CHARACTERS Order No. 7815590

BURRIS, Nancy Ann Pace, Ph.D. Texas Woman's University, 1978. 191pp. Major Professor: Dr. Margaret M. Griffin

This descriptive research study used a content analysis method to examine the two most purchased elementary reading textbook series in the State of Texas and a 5% random sample of best-selling children's trade books in a paperbook edition for reading incidents. Student response to story characters portrayed as readers in the textbooks was explored through research protocol interviews with six first grade students from a suburban school district and six fifth grade students from an urban school district. The interviews included the Reading Miscue Inventory along with registering attitude toward reading on the Reading Enjoyment Scale, an anchored bi-polar continuum, developed by the investigator.

Although reading incidents were found in 18% of the primary level and 21% of the upper level selections of the reading textbooks, 2% to 3.5% of the selections had what were termed explicit models of book or magazine reading. In the sample of trade books, one primary level book portrayed reading incidents, while all the upper level books contained at least one reading incident.

The model most often portrayed in these textbooks and trade books was a white male reader. Models of readers who were depicted as members of an ethnic group were not frequent. Primary level textbooks most often presented models of peer age readers, while upper elementary books presented more adults as models of readers.

The function of print most often depicted was informational. At the primary level, the imaginative and heuristic functions of print were rarely noted. The formats of print most often portrayed were books and letters. The majority of reading incidents were found in biographies and realistic fiction.

A positive response to a reading incident by other characters in the story was found in approximately 50% of the incidents. Therefore, it appears that these textbooks portrayed positive and explicit models of reading in 1% to 2% of the stories.

The effect of a reading incident on a subject was measured by (1) the report of an incident during the retelling portion of the Reading Miscue Inventory, (2) the proximity of subject and story characters on the Reading Enjoyment Scale, and (3) the report of an incident during a retelling 7 to 9 days later. The relationship between proficiency in reading the story and degree of identification with a story character was also examined.

Reading incidents were cited in 61% of the retellings. A high degree of inferred identification of the subjects with reading characters was indicated by a difference in position on the Reading Enjoyment Scale of one point or less in 89% of the rankings. Reading incidents were recalled later by 83% of the subjects. First grade subjects registered a more positive attitude toward reading than fifth grade subjects. More subjects identified with the reading characters, than with characters not shown as readers. The Reading Miscue Inventory rankings and the Reading Enjoyment Scale scores for the first grade subjects were higher than those for the fifth grade subjects.

This exploratory study provided evidence that students do notice and recall some models of reading activity portrayed in books. Further, story characters varied in the effect they had on student readers.

THE GRAS: A MEASURE OF ATTITUDE TOWARD READING FOR PRIMARY PUPILS Order No. 7812195

COMBS, Ethel Sweeten, Ph.D. Temple University, 1978. 111pp.

The purpose of this study was to construct a measure of attitude toward reading. The Glassboro Reading Attitude Survey (GRAS) was designed to measure the attitudes of children in the second and third grades. Each of the other measures available for measuring attitudes at this level has limitations which restrict its usefulness.

The GRAS is a set of 36 questions to which children respond by circling yes or no on an answer sheet. The questions are read to the children because listening comprehension is usually superior to reading comprehension at this level. The following criteria were used to construct the questions: (a) A positive attitude toward reading is revealed if a child accepts learning to read, exhibits an awareness of the ways reading can be useful and fun, and uses reading in a number of situations--especially voluntarily. (b) In contrast, a negative attitude toward reading is revealed if the child rejects the tasks required to learn to read, furnishes little evidence that he is aware that reading can be useful and pleasurable to him, and rarely turns to reading voluntarily. Reading experts were asked to evaluate the original item pool. Single items are not intended to represent pure measures of any single criterion. A total score is obtained, representing a global attitude toward reading.

The original GRAS was administered to 184 second and third grade children. Test-retest reliability was .75; the coefficient of internal consistency was .82. On sets of parallel items, 85% of the sample scored consistently.

Each question was reevaluated according to its correlation with the total test score, its ability to differentiate between high and low scorers, as well as according to response consistency on parallel items, and comments of the children who took the original GRAS.

The 36-item revised GRAS was administered to 313 second and third grade subjects. Test-retest reliability was .81; the coefficient of internal consistency was .83. Consistency be-

tween responses on the 18 sets of parallel items was 50% or better for all subjects.

Item analysis revealed that all items discriminated between high and low scorers. Item to total correlations were .23 or better for 32 out of 36 items. The response consistency on all pairs of parallel items, except two, was 68% or better.

Evidence of criterion-related validity was collected from three sources: scores on the SRAI (Heimberger, 1970), scores on the PPRAI (Askov, 1973), and teacher-ratings of their students' attitudes toward reading. Validity coefficients for the GRAS, based on its relationship to these measures, fell within an acceptable range. In addition, correlations between the GRAS and the Reading and Vocabulary subtests of the Iowa Tests of Basic Skills were low but significant.

Based on the above evidence, it is concluded that the GRAS is a reliable, valid measure of attitude toward reading for children in grades two and three. It is quick and easy to administer and score. It will provide classroom teachers and others with information about the current status of children's attitudes toward reading. The validity and reliability evidence is presently limited to suburban public school students. Future work includes verifying its usefulness for other populations. Nevertheless, the GRAS in its present form appears to have more comprehensive validation evidence than other measures of reading attitude designed for use at this level.

THE IMPACT OF OBJECTIVES-BASED READING SYSTEMS (OBRS): A NATURALISTIC STUDY OF BARRIERS TO IMPLEMENTATION, EXTENT OF INDIVIDUALIZATION, AND OVERALL EFFECT ON CLASSROOM USERS

Order No. 7811342

CONGER, Judy, Ed.D. University of California, Los Angeles, 1977. 213pp. Chairman: Professor Rodney W. Skager

There has been a widespread adoption of objectives-based assessment systems in the schools, most notably in the area of reading and mathematics. The purpose of this study is to investigate the impact of objectives-based reading systems, from several vantage points. First, there is the problem that the objectives-based reading systems (OBRS) are being used in the classroom, based on their alleged ability to promote individualization. Objective evidence is lacking regarding the extent to which these systems do, or do not, promote individualization. Second, objective data are also lacking as to what kinds of effects these systems are having, independent of the question of individualization. The answer to these questions is lacking for a very good reason: there has been a tendency to emphasize achievement or outcome data and to ignore process data. New ways of looking at process are required. Very simply, instruments designed specifically for use with OBRS that would allow us to look at process are lacking.

The purpose of this study is therefore threefold: (1) to develop instrumentation which is designed to facilitate the gathering of process data on OBRS; (2) to apply that instrumentation in ordinary classrooms where OBRS have been used, in order to identify those student activities that represent individualization; and (3) to ascertain what barriers to implementation may be plaguing these systems.

The case study method was selected as a means of intensively studying the use of OBRS in naturalistic classroom settings. The five instruments which were developed to allow the systematic collection of data on OBRS were field tested at six sites located in Hawaii, North Carolina, and Guam. Eight two-person teams, or a total of 16 observers, were trained in the use of each of the instruments, prior to engaging in any data collection activities.

During the field testing and data collection phases of the study, the reliability and validity of the newly developed instruments were investigated, with the lowest of the coefficients being 0.82. Validity coefficients were established by convergent methods, a la Campbell and Fiske (1959).

Observers, collectively, spent a total of 168 hours observing 68 students in the process of interacting with OBRS, and recording those observations on the instruments developed for that purpose. Each of the observed students was interviewed immediately after the end of the observation, as was his/her instructor(s).

Analysis of the observational and interview data revealed a number of trends. First, a marked variability exists in the usage or activity patterns associated with the OBRS studied in this research. This variability led to the identification of four levels of student usage, based on differences in the manner and extent to which students interact with the OBRS. These differences were defined to include such variables as the percentage of time spent as agent, as opposed to recipient, and the percentage of time spent in on-task, as opposed to off-task activities. Second, a series of variables were found which made it possible to make discriminations between groups. These include: (1) the proportion of time spent working alone, as opposed to working in a small, medium, or large group; (2) the number of requests for help from instructional personnel; (3) the variety of instructional material utilized; and (4) specific attitudes toward reading in general, and toward the specific OBRS used by the student.

Other data indicate that marked changes in the teacher's role occur when the OBRS is introduced into the classroom. The move from large-group instruction -- in which the teacher controls the information flow by serving as the central focal point in the classroom -- to smaller, or even single-person groups, in which materials are the central focal point, requires a significant change in the teacher's role. In that change, the teacher's role becomes one of providing counseling and guidance for each student's independent efforts, with curricular materials taking on the major instructional role.

Other findings include the following: (1) marked changes occur in the student's role when the OBRS is introduced into the classroom, something not unrelated to the change in the teacher's role; (2) low independence students (those who spent most of their time as recipients) experienced more disruptive influences than did their higher independence counterparts; (3) the OBRS which were studied, appeared to have the potential to individualize, as evidenced by the absence of large-scale instruction and the predominance of one-to-one instruction; (4) most of the barriers to implementation which it was possible to identify were connected to failure to follow the guidelines set down by producers of OBRS; and (5) an underestimation of the amount of in-service training required before using OBRS has occurred, despite producer warnings.

ANALYSIS OF BASAL READERS IN REGARD TO TREATMENT OF THE AGED

Order No. 7815260

DIRIENZO, Pasqualina Emilia, Ed.D. The University of Rochester, 1978. 117pp.

The purposes of the study were to determine the messages regarding the aged being transmitted implicitly or explicitly to children through elementary school readers to determine if age role stereotyping was portrayed and, if so, to what extent.

The sample of seven basal reading programs was drawn randomly from a population of fourteen programs currently being used in American schools. Basal readers, skillbooks and teachers' manuals were investigated at grade levels kindergarten, two, four, and six to determine the visual and contextual treatment accorded the elderly along the following dimensions: physical appearance, physical ability and activity, mental capability, personality traits, socioeconomic status, social interaction after retirement, interpersonal relationships, magical powers, position of eminence in society and overall impression.

The semi-structured and structured instruments employed were developed by the researcher based upon an open-ended technique of content analysis. The structured instrument contained a three point scale commencing with "No Information" and ranging from "positive" to "negative" subcategories to determine the images of the aged in visuals and context.

A high level of inter-rater reliability based upon stories and categories was established.

Selection of characters was made in the visual based upon physical evidence of aging such as gray hair, wrinkled face or gnarled hands and upon contextual reference to age such as utilization of the words "old," "grandmother," and grandfather."

Frequencies and percentages were utilized as the core of the descriptive analysis of the findings. Copies of visuals, statements made, generalizations or innuendoes made about the aged character were employed to illustrate and substantiate the findings.

Findings revealed that in the visuals and context, the elderly were portrayed predominantly as white. They were also depicted as minor characters, with aged women appearing less frequently than aged men. In the visuals, there was lack of information concerning their occupational endeavors, mental capacity, personality traits, social interaction after retirement, socioeconomic status, interpersonal relationships, magical powers, and position of eminence in society. Inconclusive evidence was found pertaining to physical activity and overall impression. However, the elderly were illustrated as attractive and well groomed; well and healthy, able to function without assistance. Contextually, evidence indicated that the aged were characterized as physiologically adequate, active, displaying mental competency in the performance of tasks and manifesting positive personality traits and interpersonal relationships. Inconclusive evidence was found concerning their occupational endeavors and socioeconomic status. Lack of description was revealed concerning their personal appearance, social inaction after retirement, magical powers, and position of eminence in society. However, the overall impression was positive. Examination of related reading materials failed to produce additional information.

The following conclusions were drawn from these findings. Visually and contextually, children are acquiring the impression that almost all the elderly are white. They are seeing the aged, particularly aged women, depicted as minor, unimportant characters cast in supportive, peripheral roles. From the illustrations, children may be formulating vague, indefinite images about the psychological and sociological roles and behaviors of the aged. They are exposed to visuals showing the elderly involved in equally active and passive roles. Children see the elderly as attractive and well groomed; in good health, able to perform tasks without assistance. However, lack of information, conflicting messages, and inconclusive evidence may educate children to view the aged as lacking substantive, vibrant and stimulating characteristics of individuals involved in meaningful, realistic lifestyles. From the context, youngsters are receiving a positive impression of the aged. They are reading that elderly people are engaged in positive physiological, psychological and somewhat less definitive sociological roles and behaviors.

THE RELATIONSHIP BETWEEN MODALITY PREFERENCES AND PROGRAMS USED IN INITIAL READING INSTRUCTION

Order No. 7810248

DONOVAN, Margaret Ann, Ed.D. University of Hawaii, 1977. 266pp.

The major purposes of this investigation were: (1) to determine differences in reading achievement outcomes when first grade children are placed in reading programs which are congruent and non-congruent with their sensory modality preferences; (2) to explore the effects of teacher competence on differences in reading achievement when first grade pupils have congruent and non-congruent placement in instructional programs; and (3) to test the validity of clinical decision procedures used to classify modality preferences. The major hypothesis was that pupils whose preferred modality is congruent with the primary instructional focus of the initial reading program would achieve higher on measures of reading vocabulary, comprehension and general reading behavior at the end of first grade than pupils whose preferred modality is not congruent with the primary instructional focus of the initial reading program.

The sample of this study consisted of 107 first grade pupils who attended a public elementary school in Hawaii. These pupils came from a multi-ethnic, multi-lingual, and multi-cultural community which is economically disadvantaged.

There were two distinct phases of data collection: kindergarten assessment and criterion measures of reading achievement in first grade. In May of 1976, kindergarten pupils were evaluated on a diagnostic battery. Test data for each pupil were placed on a profile chart showing each learner's strengths and weaknesses. This information was utilized in determining the pupil's sensory modality preferences. Three types of learners were identified: auditory preferred, visual preferred and learners with no sensory modality preference. Following identification, three instructional programs were used: the Structural Reading Program, a high auditory program which has a strong phonic emphasis; the Hawaii English Program which in its initial stages is highly dependent on visual skills, particularly visual memory; and Reading 360 which is an eclectic basal that teaches through both the auditory and visual modes. Congruent placement occurs when a learner's preferred modality is consistent with the primary instructional focus of the program. Non-congruent placement occurs when a learner's preferred modality is not consistent with the primary instructional focus of the program. Fifty-two pupils with congruent placement comprised the experimental group while fifty-five pupils with non-congruent placement made up the control group. At the end of the first grade, reading achievement was assessed with the Woodcock Reading Mastery Test and the Gates MacGinitie Primary A. These criterion data were analyzed statistically with analyses of covariance using two covariates: intelligence and sex membership. The findings of these analyses indicated that the experimental group did significantly better than the control group on measures of reading vocabulary, comprehension and general reading behavior. These differences were significant at the .01 level.

Three levels of teacher competence were identified: superior, average and poor. Two-way analyses of covariance, teacher competence by experimental/control were used in analyzing the criterion data. Both main effects were significant at the .01 level on all measures of reading behavior and there was no significant interaction between them.

The clinical classification of learners was validated statistically with discriminant analysis and mikca, a fortran IV iterative K-means cluster analysis. Ninety-three percent of the clinical classifications were validated with discriminant analysis and the results of the mikca analysis were similar.

Future research should investigate whether these findings could be replicated on other samples using similar learner classification procedures and instructional programs. Future studies might explore various methods of tailoring the kindergarten assessment battery so that it would be more practical for the public school setting. A measure of conceptual tempo and a behavioral rating scale completed by the classroom teacher are suggested as possibly useful additions to the diagnostic assessment battery.

THE RELATIONSHIP BETWEEN THE CONGRUENCE OF STUDENTS' PERCEPTIONS OF IDEAL AND ACTUAL TEACHER PUPIL CONTROL BEHAVIOR AND READING ACHIEVEMENT

Order No. 7808358

FORLENZA, Vito Albert, D.Ed. The Pennsylvania State University, 1977. 118pp. Adviser: Donald J. Willower

Purpose of Study

The primary purpose of this study was to determine whether the congruence of students' perceptions of and preferences for actual and ideal teacher pupil control behavior was associated with the students' reading achievement.

Hypothesis and Subproblems

In order to examine the major problem, the following hypothesis was developed:

H.1. Student reading achievement is a function of the congruence of students' perceptions of ideal and actual teacher pupil control behavior.

Three subproblems were also examined. These were: (1) Is there a significant relationship between students' perceptions of teacher pupil control behavior and reading achievement? (2) Is there a significant relationship between students' statements of ideal teacher pupil control behavior and reading achievement? (3) Do students, whose perceptions of teacher pupil control behavior are deviant from those of classmates, differ from them in reading achievement?

Method of Study

The Actual and Ideal Pupil Control Behavior Forms were administered to 231 sixth grade students. Both forms tap teacher behavior on a humanistic-custodial continuum. In completing the Actual Pupil Control Behavior Form, students read the words "My Reading Teacher" before responding to items. The Ideal Pupil Control Behavior Form asked students to respond in terms of "A Really Good Teacher." Data gathered from these instruments yielded an actual and ideal PCB score for each subject. The degree of congruence was determined by computing the absolute difference between these scores.

Student achievement was determined through a pre and posttest design utilizing the SRA Reading Subtest. The raw score differences served as the dependent variable in all analyses.

Results

The major hypothesis was rejected. The correlation between the variables was -.08.

With reference to subproblem one, a nonsignificant Pearson product moment correlation of -.10 was calculated. Hence, the null hypothesis was not rejected.

A Pearson r of -.13 was computed for the second subproblem. This value was found to be significant beyond the .05 level of confidence. The greater the preference for humanistic teaching the higher the reading achievement.

Subproblem three was divided into the following three comparisons: (1) the reading achievement of all deviant perceivers of teacher PCB versus all nondeviant APCB perceivers; (2) the reading achievement of deviants perceiving teachers as custodial in PCB versus all nondeviant APCB scores; and (3) the reading achievement of deviants perceiving teachers as humanistic in PCB versus all nondeviant APCB scores. The first step in examining these associations was to calculate a mean APCB for each reading teacher. Secondly, students whose APCB score deviated from the mean by 10 points or more were placed in a separate group to determine whether they differed in achievement from their classmates with nondeviant scores. These relationships were analyzed using t-tests. None of the t values was significant. Therefore, with reference to subproblem three, the null hypothesis of no significant difference was not rejected in all cases.

A COMPARATIVE STUDY OF THE EFFECTS OF TWO APPROACHES TO TEACHING READING COMPREHENSION ON ACHIEVEMENT OF FOURTH AND FIFTH GRADE STUDENTS OF MIDDLE AND LOW SOCIOECONOMIC STATUS

Order No. 7814050

GORDON, Alfred John, Ed.D. University of the Pacific, 1978. 235pp.

The Problem

The problem was divided into two parts. The first part investigated the question whether students who were taught reading comprehension skills by the PIRAMID objective-based approach showed a greater gain than students who were taught the same skills by use of the basal reader approach. The second part was to ascertain the degree of concordance between results of the criterion-referenced test (CRT) and results of the norm-referenced test (NRT).

The Purpose

The purpose was twofold: (1) to compare gains in reading comprehension achievement of an experimental group with gains of a control group, and (2) to compare the pretest and posttest results obtained from the CRT with those obtained from the NRT to determine the extent of relationship between the two measures.

Methodology

The study was conducted in thirty-four fourth and fifth grade classrooms in three school districts in Northern California with a sample of 670 students participating. An experimental group consisted of 369 students and a control group consisted of 301 students. Of the total sample of 670, 407 were classified as students of low socioeconomic status (SES) and 263 were classified as students of middle SES. The experimental group teachers taught reading comprehension by the PIRAMID objectives-based approach and the control group teachers taught reading comprehension by the basal reader approach. The two groups were assigned to a Nonrandomized Pretest and Posttest Control Group Design. Pretests and posttests on the CRT and the Stanford Achievement Test were administered in one school district and pretests and posttests on the CRT and the Comprehensive Tests of Basic Skills were administered in the other two school districts. Analyses of covariance procedures were used to test Hypotheses 1–6 and a Pearson Correlation analysis was used to test Hypotheses 7 and 8.

Findings

(1) The experimental group showed a significantly greater gain than the control group as evidenced by both measures. (2) Fourth grade subjects showed a significantly greater gain than fifth grade subjects as evidenced by the CRT. (3) Subjects of middle SES showed a significantly greater gain than subjects of low SES as demonstrated by both measures. (4) The experimental approach was more effective for fourth grade and middle SES subjects as evidenced by an approach by grade and an approach by SES interaction on the CRT. No significant differences occurred when grade or interactions were taken into consideration on the NRT. The correlation between results of the CRT and the NRT was substantially high and consistent across all measurements.

Conclusions

It was concluded that the PIRAMID objectives-based approach was more effective than the basal reader approach in teaching reading comprehension skills to fourth and fifth grade students of low and middle socioeconomic levels. The CRT was highly comparable to the NRT in assessment of reading achievement.

Administrative Implications

This study has implications for the elementary school principal relating to staff development programs, alternative school organizational patterns, the use of instructional objectives to provide balance in the total curriculum, the establishment of a resource center, parent education, budgetary provisions, and evaluation.

Recommendations

The following recommendations are presented: (1) to replicate this study with a larger sample size and a broader range of SES groups; (2) to conduct a study similar to the current study in which the amount of investigator supervision would be reduced; (3) to conduct a similar study on the PIRAMID math instructional system in the subtest area of math concepts; (4) to follow up the current sample in this study to determine how lasting would be the effects of the experimental approach; (5) the PIRAMID Consortium should seek ways to reduce the amount of testing involved with its Instructional System; (6) establish grade equivalent norms on the PIRAMID CRT's; and (7) the California State Department of Education should refine its method of determining SES by including other indicators rather than relying solely on parents' occupation.

PEDAGOGICAL STYLE DIFFERENCES AS RELATED TO COMPREHENSION PERFORMANCE: GRADES ONE THROUGH THREE Order No. 7812580

GREEN, Judith Lee, Ph.D. University of California, Berkeley, 1977. 470pp.

Research on the study of teaching and teacher effectiveness, in the last forty years, has produced little consistent information on which to base improvement of teaching practices. Currently, researchers are calling for a reconceptualization of the teaching process as a communicative process.

Although analysis of instructional interactions is not new, the method explored in this investigation is based on a new approach to the description and exploration of instructional conversations. A new instrument, the Modified Delta Interaction Analysis System, the MDIAS, based on a marriage of sociolinguistic and pedagogical concepts is explored for reliability and predictive validity. Comparative predictive validity between the MDIAS and the Flanders Interaction Analysis System, the FIAS, is also examined.

The system is based on sociolinguistic and pedagogical concepts that indicate that conversational units of varying length can be identified reliably by observation of sociolinguistic, prosodic, proxemic, semantic and pedagogical cues to message realization; and that conversational units, when grouped into variables reflective of observed communicative and pedagogical intent and compared to student performance, provide a description of teacher effectiveness. Exploration of the different descriptions obtained from the near and far criterion measures is also explored.

The sample consists of eleven teachers each teaching the same literature selection, The Way the Tiger Walked, by Doris Chacones. Each teacher read and discussed a twenty minute lesson with six children from her classroom. This lesson was video-taped in a single physical setting for all groups to control for interfering factors and to provide a similar context for all teachers.

Immediately following the story session, children were interviewed individually to permit exploration of factual, interpretive and applicative levels of comprehension of the story used by children during story retelling and to provide a near criterion task. The ETS-Cooperative Primary Listening Test scores were collected on all students to provide data for the far criterion task.

The variables identified by the MDIAS and the FIAS were then related to student scores on these measures to permit comparison of the description of teacher effectiveness provided by the two instruments.

Reliability, based on percentage of agreement between coders, for the three MDIAS units was .81 for Message Units (single messages), .92 for Interaction Units (units of completed interaction), and .85 for Instructional Sequence Units (sequences of thematically tied Interaction Units).

The variables for the MDIAS were subjected to descriptive analysis and multiple regression analysis. The relationship of the MDIAS variables to student performance on both a near and far criterion measure indicates: 1) that the MDIAS is a reliable instrument; 2) that variables based on conversational units provide description of teacher interaction style related to student performance on the near and far criterion measure; 3) that different criterion measures provide different descriptions of the nature of effective teaching practices; 4) that teacher interaction style is definable only when the phase structure, the manner in which the teacher distributes conversational units across the phases (introduction, story reading and discussion) of the lesson is considered on the near criterion task; 5) that the MDIAS variables are better descriptors of teacher interaction style than FIAS variables; and 6) that no difference exists between the MDIAS and the FIAS when the far criterion task is considered.

The findings indicate that the MDIAS is a viable instrument for research on the nature of teaching. The findings indicate new directions for research on teacher interaction style, teacher effectiveness and classroom instructional practices.

EFFECTS OF COMBINING LEARNING STRATEGIES ON SPEED OF SYMBOL/SOUND PAIRING IN PRESCHOOL CHILDREN Order No. 7816590

GUBLER, Lyle William, Ph.D. Fordham University, 1978. 110pp. Mentor: Francis J. Crowley

The purpose of this study was to examine the effectiveness of using combinations of seven learning strategies, already established in the literature, on acceleration of learning symbol/sound pairing.

Subjects were 30 economically deprived children ranging in age from 5.0 to 6.1 years of age (mean age: 5.5) from the kindergarten registry of an urban non-public school, 67% of whom were of black or Hispanic background.

A completely randomized design was employed in which groups, treatments and stimuli were randomly assigned.

Strategies employed were combined as follows: 1 Strategy: Reinforcement (1); 2 Reinforced Strategies: Reinforcement and Graduation (2-R); 2 Unreinforced Strategies: Experimenter-generated Verbal Mediation and Graduation (2-U); 3 Strategies: Pictorial Mediation, Experimenter-generated Verbal Mediation, Graduation (3); 6 Strategies: Subject-generated Verbal Mediation, Mnemonic Devices, Pictorial Mediation, Reinforcement, Graduation, Rehearsal of the Mediator with the Response (6); 7 Strategies: identical to the 6 Strategies condition above with the addition of Triple Rehearsal of the Response Terms (7).

Fewer strategies were contrasted to greater numbers of strategies, quicker acquisition of letter sounds being predicted for use of more strategies. In addition, the reinforced, 2-R Strategy condition was predicted not to exceed the unreinforced 2-U condition. All reinforced conditions utilized variable-ratio scheduling rather than continuous reinforcement.

The token reinforcers were script dollars given to the subjects in particular treatments as dictated by the variable reinforcement schedule. Following each session, tokens were cashable for a variety of candy back-ups.

Treatments as well as tokens were administered by a paid college student so as to constitute a true double-blind experiment.

Results of the study found that the most effective treatment exceeded the least effective by almost 5 times. The dependent variable measured was in seconds of response latency (time from the conclusion of the question to the initiation of the response) as recommended by Baddeley (1976). Low latency scores indicated greater facilitation. The maximum number of strategies (7) produced the hypothesized maximum facilitation.

The most effective single learning strategy was found to be that of pictorial mediation. The next greatest was produced by triple rehearsal of the response term when such a strategy was added to rehearsal of mediators with a single response term, constituting a response term auditory extension from 1/20 sec. to 4 secs. (an increase of 80 times). The hypothesis of no differences between the 2-R (reinforced) and 2-U (unreinforced) conditions was sustained as predicted.

The experimental basis for the study rests in the basic research studies of Bower and his colleagues (Anderson & Bower, 1973; and Trabasso & Bower, 1968) who hypothesized that the addition of each new cue to an associative learning task produced similarly additive results in retention. The present experiment, modeled after that of Burger and Blackman (1976) combined strategies in lieu of the Trabasso and Bower cues.

The chief adversary position centered about the use of the single-factor treatment of reinforcement (i.e., the experiment of Staats, Minke, Finley, Wolf & Brooke, 1964). This limited view of phoneme pairing which constituted part of their experiment was refuted in favor of methods employing combined as well as cognitive approaches. That is, other strategies were found to be more efficient for associative pairing and combined strategies found to be several times more facilitating. It was concluded that associative pairing and techniques for such learning must first be mastered prior to employment of reinforcers. To do otherwise would be to attempt to reinforce what is not in repertoire (Ayllon & Azrin, 1964).

In short, combining strategies well established in the literature was found to be significantly more effective than the single strategy of reinforcement, and more combined strategies were more facilitating than fewer strategies.

THE IMPORTANCE OF TEACHER'S PREFERENCE FOR INSTRUCTION AND ESTIMATES OF READING LEVELS

Order No. 7815988

HERING, Steven Ackerman, Ed.D. Memphis State University, 1978. 114pp.

The purpose of this study was to investigate the effects on reading achievement of teacher estimates of reading ability and the effects on reading achievement of teachers' preference for instruction of students in reading. Eighty-five teachers were asked to estimate whether their students, in second and third grade of the Shelby County (Tennessee) School System, were reading above, at, or below grade level.

After a three week period the teachers were asked to place each child in one of three preference for teaching categories: a high, a middle, and a low group. The students listed as highly preferred were those that the instructor most enjoyed teaching reading; the middle group contained those that the teacher enjoyed teaching slightly less than the highly preferred students; and the low group included those students the instructor enjoyed teaching the least. These groupings were not dependent on the child's reading level since each group could contain students who read above, at, or below grade level.

The Metropolitan Achievement Test which was administered in September of 1974 and September of 1975 was used to determine the gains of the various preference groups and estimated reading levels during the academic year with the teacher. Complete information on preference for teaching groupings, estimated reading levels, and the 1974 and 1975 Metropolitan Achievement Test scores were collected and analyzed. Such characteristics as sex, race, and free lunch participation were also investigated with regard to their effect on achievement in reading and their population proportions in the various estimated reading level and preference for teaching classifications.

The major conclusions of the study were as follows: 1. Teachers preferred to teach students perceived to be better readers. 2. The students who were preferred for teaching in reading achieved higher scores on the Metropolitan Achievement Test than students of equal estimated reading abilities who were not as highly preferred. 3. Estimated reading level and preference for instruction have a significant effect on reading gain as measured on the Metropolitan Achievement Test; however, there was not a significant interaction between these two variables.

Future study is needed concerning the factors involved in the teacher's selection of favored students. How a teacher decides which student she prefers and the interaction between the class and the instructor before and after these selections needs to be investigated. The entire concept of estimated reading levels needs to be viewed concerning the possibility that teachers overestimate or underestimate the reading levels of students with certain preference rankings. The link between the student's concept of himself and the teacher's degree of desire or preference for the student's instruction needs to be identified and investigated.

TEACHERS' RESPONSES TO THE MISCUES MADE BY LOW-AVERAGE AND AVERAGE READERS IN FIVE SECOND-GRADE CLASSROOMS: A DESCRIPTIVE STUDY

Order No. 7813552

JACKSON, Evelyn Weichert, Ph.D. Southern Illinois University at Carbondale, 1975. 127pp. Major Professor: Dr. Nancy L. Quisenberry

Problem: The problem of this study was to determine the nature of the classroom teacher's interaction with the miscues made by low-average and average readers during oral reading lessons which were a regular part of reading instruction.

Procedures: The population for the study consisted of five second-grade teachers in a small southern Illinois community. Each teacher taught a heterogeneous group in a self contained classroom.

Five stories for each of the ten groups of students were audio-taped. While the students read, miscues and teacher responses were noted on a copy of the story. The teachers responded to a questionnaire which yielded demographic information and teachers' perceptions of the place of oral reading in the classroom.

Computations of responses to miscues yielded percentages which reflected a pattern of behavior for each teacher, student self-correction rates, and miscues which remained uncorrected.

Findings: Six different types of responses were made by the teachers in reaction to the students' miscues during oral reading lessons as follows: Provided the Word, Corrected the Word, Corrected the Pronunciation, Indicated a Mistake was Made, Gave Clues, and No Response.

Nearly half of all the clues given to a reader involved phonics. Most of the remaining clues involved structural analysis skills.

Teachers often responded in more than one way to a miscue. When students responded to a reader's miscues their responses were, Provided the Word or Corrected the Word.

Substitutions and hesitations which elicited a response were the most frequently coded types of miscues. Teachers responded in predominantly three ways to substitutions: Corrected the Word, Indicated a Mistake was Made, and No Response. When teachers responded to hesitations they provided the word more than three-fourths of the time.

Students self-corrected the majority of substitutions, non-word substitutions, partial word attempts, and reversals which were ignored by the teachers. The majority of the omissions and insertions which were ignored by the teachers remained uncorrected.

While each teacher displayed a relatively unique pattern of response to the various miscues, her behavior was similar for the two groups and uniform over a period of five lessons.

For the most part, teacher responses on the questionnaire were in agreement with their behavior in the classroom but not in agreement with the authors' intended answers. Most teachers reported that they had their students read aloud because the students enjoyed the activity.

Conclusions: The nature of the response(s) that a teacher can make to a miscue is determined by the type of miscue. Response options to substitutions and hesitations are worthy of study. A teacher should consider what types of responses would help the reader become more skilled and independent.

There were few instances of context clues being given to a reader. A child's skill with his language enables him to use context clues in the correction of a miscue. A reader should be encouraged to use his background of experience to his advantage while getting meaning from print.

The event of student interaction with the reader's miscues is a reflection of how the teacher has developed the environment of the group oral reading lesson. If a teacher has students take turns reading a story, it is recommended that the reader's peers refrain from providing the unknown word to the reader.

The rate of student self-correction indicates that teachers should let the reader proceed beyond these types of miscues, allowing a chance for self-correction, before responding to a miscue. The guideline for responding to omissions and insertions should be the consideration of the consequence of the miscue.

AN ANALYSIS OF COMPREHENSION QUESTIONS IN SELECTED ELEMENTARY SUPPLEMENTARY READING MATERIALS ACCORDING TO THE BARRETT TAXONOMY

Order No. 7816799

KNOLL, Patricia Morgan, Ph.D. University of Pittsburgh, 1978. 104pp.

Purpose: The purpose of this study was to analyze, according to the Barrett Taxonomy of Comprehension Skills, reading comprehension questions contained in the SRA Reading Laboratories 1b, 1c, 2a, 2b and 2c in order to determine the cognitive level of those questions.

Procedure: Questionnaires were developed and professional literature reviewed in order to identify current, widely used and typical supplementary reading material. The SRA Reading Laboratories 1b, 1c, 2a, 2b and 2c were chosen for this study on the basis of the popularity of the kits. A sequential random sampling procedure was used to determine the number of questions to be analyzed. The questions selected in this manner were classified according to the Barrett Taxonomy of Cognitive and Affective Dimensions of Reading Comprehension.

The hypotheses tested were: 1. Literal comprehension will decrease as the reading level within each of the five SRA Reading Labs 1b, 1c, 2a, 2b and 2c increases. 2. Inferential comprehension, reorganization, evaluation and appreciation questions will increase as reading level of the labs increases. 3. At all levels literal comprehension questions will predominate. 4. There will be no significant differences among the five labs in the frequency of questions occurring at the major divisions of the taxonomy.

Hypotheses one and two were tested by the formula for the Measure of Relations. Hypothesis three was tested by an inspection of the data. Hypothesis four was tested by the Chi-Square formula for the Goodness-of-Fit Test.

Findings and Conclusions

The findings of the study are restricted to the materials examined. The following conclusions were drawn. 1. There is a tendency for question difficulty to increase with grade level. 2. Literal comprehension questions predominate at all levels of the reading labs. 3. The material in the study is limited primarily to the specific task of reading for details. 4. There is a significant difference at the .05 level of confidence between labs in the frequency of questions occurring at the literal, inference and evaluation categories of the taxonomy. There is no significant difference at the reorganization and appreciation levels.

Recommendations

This study was limited to one type of supplementary reading material so further research should be undertaken: (1) an effort should be made to include a higher percent of high-level questions in supplementary reading material; (2) to attempt to determine how the SRA Reading Labs are being used in the classroom; (3) to investigate the effect of SRA Reading Laboratories on the attitude and achievement of students; (4) to investigate the levels of thinking being elicited in junior and senior high school supplementary materials; (5) in-service education should be provided so that teachers can develop skill in using the taxonomy to select and evaluate material; (6) to determine the cognitive level of questions in materials with a different format; (7) more attention should be given to the ordering of questions; and (8) authorities should define a "good" comprehension question.

Reading tasks that limit and prescribe low-level thought processes should be reduced and supplementary material with high-level cognitive objectives should be used in order to extend the thought processes of elementary students.

A COMPARISON OF THE EFFECTS OF CONTINGENT AND NON-CONTINGENT DELIVERY OF TOKENS ON READING TASK BEHAVIOR IN FIFTH AND SIXTH GRADERS

Order No. 7812010

LEVY, Fran, Ed.D. Columbia University Teachers College, 1977. 83pp. Sponsor: Professor Anne Marie Mueser

Purpose of this Study

The purpose of this study was to evaluate Levine & Fasnacht's (1974) hypothesis that behavior established through token procedures will not be maintained once the tokens have been eliminated. In addition, a comparison was made between contingent and non-contingent token delivery with appropriate as well as difficult materials. The drawing conclusions reading skill was studied using three separate response measures: 1. reading rate; 2. percent correct first trial; and 3. percent correct second trial.

Procedures

The forty-five subjects were selected from two fifth and two sixth grade classes from an inner city public school in Union City, New Jersey. They were randomly assigned to one of four treatment groups: 1. contingent reinforcement – appropriate materials; 2. contingent reinforcement – difficult materials; 3. non-contingent reinforcement – appropriate materials; and 4. non-contingent reinforcement – difficult materials.

The experimental procedures were divided into three phases for all groups: 1. baseline; 2. token; 3. follow-up.

Subjects were assigned to difficulty level on the basis of their performance on a pretest. The appropriate level group started at a level at which they had demonstrated 75% accuracy. The difficult level condition started at the next higher level in the Barnell Loft drawing conclusions reading skill series. The number of tokens received by the contingent groups during the token phase depended on the number of stories completed as well as the accuracy of performance. The number of tokens received by subjects in the non-contingent groups was independent of their performance.

Token reinforcers, for all groups, consisted of stars which were exchangeable for toys, comics, jewelry, trinkets, and edibles.

The entire study took place over forty-two (six baseline, twenty-two token, and fourteen follow-up) daily sessions, each lasting approximately twenty-five minutes.

Results and Conclusions

The token procedures employed in this study significantly increased the number of stories read (significant at $p < .001$). This was true regardless of the difficulty of material and type of contingency. This effect was maintained over a five week period in which the tokens and back-up reinforcers were eliminated. Thus the results appear to contradict Levine and Fasnacht's hypothesis that behavior will return to pre-baseline levels after a token economy is discontinued.

The findings for accuracy of performance differed from those for number of stories completed in the following important respects: accuracy of performance was influenced by difficulty of materials (significant at $p > .01$) whereas reading rate was not; accuracy was apparently unaffected by the introduction of the tokens whereas reading rate was; and accuracy decreased when the tokens were eliminated whereas reading rate did not.

The findings regarding accuracy of performance were difficult to interpret, however, because of the increased difficulty of the materials which resulted as the students progressed throughout the course of this study. Inspection of the different levels of questions indicated uneven and/or extreme swings from one level to another. The extreme difficulty of the last three levels appeared to be the cause of: 1. the reduction in accuracy of the performance during the follow-up phase; and 2. the reduction in the effect of difficulty level on accuracy of performance as the subjects progressed, since by the latter stages all the subjects were working on difficult materials.

REFERENCE

Levine, F. M., & Fasnacht, G. Token rewards may lead to token learning. American Psychologist, 1974, 29, 816–820.

AN INVESTIGATION OF THE RELATIONSHIP BETWEEN FIRST GRADE CHILDREN'S PERCEPTUAL AND CONCEPTUAL ABILITIES AND SUCCESS IN TWO DIFFERENT READING PROGRAMS

Order No. 7813316

LIPA, Sara (Sally) Eleanor, Ph.D. Syracuse University, 1977. 191pp.

The relationship between the developing auditory and visual perceptual abilities and conceptual abilities of beginning first grade readers was studied in relation to their ability to succeed in the task demands of two philosophically different reading programs (Distar), (Houghton-Mifflin).

Beginning word reading was examined from a part-whole approach (Distar) and from a whole word approach in which consonant clues aid in word recognition (Houghton-Mifflin). Perceptual tests included one visual part-whole integration measure -- Perceptual Integration Test, Elkind -- and two auditory tests -- Roswell-Chall Auditory Blending Test and Wepman Auditory Discrimination Test. Level of conceptual development based on Piaget's theory of intellectual development was measured by Bentler-Goldschmid Concept Kit: Conservation. The child's success in meeting the task demands of his reading program was measured by his ability to recognize words previously taught in his instructional reading program. Transfer of word recognition skills was measured by the child's ability to read words not previously taught by presenting him with words in the alternate reading program (Distar or Houghton-Mifflin).

Of the 58 first graders studied, 30 were from Distar classes in one school and 28 were from Houghton-Mifflin classes in another school within the same district. The relationship between visual perceptual integration, auditory blending, and auditory discrimination was examined in relation to conservation. In addition, the relationship between visual perceptual integration, auditory blending, auditory discrimination, and conservation to word recognition of "taught" and "untaught" words was examined. The data were subjected to Pearson Product Moment Correlational analysis, Multiple Regression analysis, and Stepwise Multiple Regression analysis with Partial Correlations.

Results of the Relationship Between Perceptual Abilities and Conceptual Development suggest that for children instructed in both Distar and Houghton-Mifflin programs, the variable auditory blending indicated the highest and only significant relationship with conservation. Distar $r = .33$ ($p < .05$), Houghton-Mifflin $r = .38$ ($p < .05$).

Results of the Relationship Between Perceptual-Conceptual Development and Reading Taught Words suggest that for S's instructed in Distar, auditory blending $r = .44$ ($p < .05$) and conservation $r = .36$ ($p < .05$) are related to reading taught words. For S's instructed in Houghton-Mifflin, auditory blending $r = .46$ ($p < .05$) and auditory discrimination $r = .52$ ($p < .01$) were both related to reading taught words.

Results of the Relationship Between Perceptual-Conceptual Development and Reading Untaught Words suggest that for S's instructed in Distar, auditory sound blending correlated significantly with reading untaught words $r = .39$ ($p < .05$). For S's instructed in Houghton-Mifflin, auditory blending $r = .55$ ($p < .01$) and conservation $r = .32$ ($p < .05$) were related to reading untaught words.

Multiple Regression analysis indicated that the perceptual-conceptual variables contributed more to the variance of taught words and untaught words in Houghton-Mifflin program than Distar program.

Stepwise Multiple Regression analysis with Partial Correlations indicated auditory blending to be the most significant contributor to the variance of taught words in Distar; and auditory discrimination and auditory blending the most significant contributors to the variance of taught words in Houghton-Mifflin. For untaught words, auditory blending was the only significant contributor in both programs.

Results suggest that word reading involves a variety of perceptual and conceptual abilities whose specific interactions are dependent on the task demands of the instructional reading program. S's in Distar appear to utilize a single faceted approach to word reading based on an instructional sequence of auditory development, especially sound blending. S's in Houghton-Mifflin appear to use a variety of perceptual-conceptual skills depending on the task demands of the instructional program.

AN INVESTIGATION OF DECODING ACQUISITION IN BEGINNING READERS USING A MINIATURE LINGUISTIC SYSTEM

Order No. 7814189

MARTINSON, Linda, Ph.D. Stanford University, 1978. 99pp.

When children learn to read, they usually learn the names of the letters of the alphabet, the sounds of these letters, and finally how to read whole words. The last two steps generally involve the acquisition of decoding skills rather than rote memory. A miniature linguistic system of consonant-vowel-consonant (CVC) words was used to investigate the cognitive operations associated with the acquisition of decoding skills.

Miniature linguistic systems consist of a set of compound stimuli (usually varying along two dimensions such as shape and color) and a set of compound responses. The relation between the stimuli and the responses can be represented as a matrix. The two dimensions of the stimuli are across the columns and along the rows of the matrix and are combined to form the cells in the matrix. The first part of a compound response (usually spoken) corresponds to one dimension of a stimulus and the second part of the response, to the other dimension of the stimulus. The subject learns enough of the matrix system to form generalizations about the underlying structure. The research questions usually consider what conditions are necessary for the subject to discover the underlying structure. There are parallels between what subjects must do to discover the underlying structure of a miniature linguistic system and what beginning readers must do to learn to decode. Both groups must examine a collection of events for possible structure, identify the relevant features of a system, and learn the requisite stimulus-response bonds. The miniature linguistic system used was a 8 x 8 matrix of CVC words. One dimension of the matrix was 8 initial consonants and the other dimension was 8 vowel-consonant word-endings. The dimensions were combined to form 64 written CVC stimuli. The responses were the spoken CVC words.

Subjects were 32 kindergarteners; nonreaders who had good alphabet recognition. There were three main decoding training sessions and three main transfer tasks. Subject factors were sex, acoustic-phonetic-segmentation ability (high or low), and general verbal ability (high or low). The materials factor was matrix variation (two random versions of the CVC matrix). The treatment factors were type of decoding training (either whole-word or segmentation-blending) and selection of the training words from the CVC matrix (the redundancy factor). The redundancy factor had four levels. One system for selecting the decoding training words utilized column redundancy; the training words repeated certain consonants. The second system for training word selection had row redundancy; certain vowel-consonant combinations were repeated. The third system (the control group) did not repeat either consonants or the vowel-consonant combinations and the fourth system had both column and row redundancy. The experimental design was a one-fourth fraction of a 2^7 factorial design, between subjects only.

There was significant improvement in performance over successive learning sessions and there was significant positive transfer over time. There were no significant results due to subject or treatment factors for either learning or transfer at the separate time points. Transfer tended to be all or none. Subjects could either decode the transfer words easily or could not decode them at all. This separation effect was not due to any of the experimental factors.

There was no definite evidence that the training method mattered. Descriptive statistics indicate that the two systems with either row or column redundancy resulted in better learning and transfer performance than the systems with either no redundancy or both column and row redundancy. The inferential statistics were not significant, however. The CVC miniature linguistic system proved to be a valuable way to study decoding acquisition.

THE EFFECTS OF CROSS-AGE TUTORING ON ELEMENTARY-LEVEL TUTORS AND TUTEES

Order No. 7816619

MOORE, Velma Estelle Taylor, Ed.D. East Texas State University, 1978. 145pp. Adviser: A. D. Castle

Purpose of the Study: The purpose of the study was to determine if significant differences occurred across six dependent variables as a result of a cross-age tutoring program involving elementary-level tutors and tutees. The six variables included reading vocabulary, reading comprehension, reading sentiment, attitude toward school, self-concept, and achievement motivation. This purpose was accomplished by: (1) measurement of the effects of cross-age tutoring on elementary level tutors and tutees by pretesting and posttesting experimental and control groups and (2) statistical analysis and interpretation of the empirical test data for the purpose of making comparisons between the experimental and control groups.

Procedure: The population for the study was selected from two elementary schools, identified as School A and School B, located in North Central Texas. The sample was composed of experimental and control groups totaling 188 subjects. More specifically, the design included a selected sample of children from grades two, five, and six. The sample involved pupils from an entire class in both the experimental and the control groups.

The Gates-MacGinitie Reading Tests, the School Perception Scales, and the Classroom Behavior Inventory were the instruments used to measure each of the six dependent variables in this study. Twenty-four research hypotheses were formulated and were statistically tested by analysis of covariance. The .05 level of significance was required for rejection of each null hypothesis. Between the pretests and posttests, the experimental students, serving as tutors or tutees, participated in a thirty minute tutoring program four times a week for fourteen weeks.

Findings: An analysis of the data indicated that second-grade tutees in School A scored significantly higher than the control group in the same school on posttest reading vocabulary scores. In addition, a significant difference between the means of the experimental and control groups was evidenced when employing posttest reading comprehension scores of second-grade subjects in School A.

Conclusions: On the basis of statistical analysis of the data collected in this study, it was concluded that the reading vocabulary of the pupils in School A was enhanced as a result of second-grade pupil participation in the cross-age tutoring program. In this study, it was also concluded that reading comprehension was enhanced as a result of second-grade pupils' participation in the cross-age tutoring program using sixth-grade students as tutors in School A. Fifth-grade tutors in School B did indicate that a difference was reached in reading vocabulary in that school; however, the difference failed to reach the .05 level of significance required for the rejection of the null hypothesis.

AN INVESTIGATION OF AUDITORY AND VISUAL MODALITY PREFERENCES FOR TEACHING WORD RECOGNITION SKILLS TO STUDENTS CLASSIFIED AS AUDITORY OR VISUAL LEARNERS Order No. 7816514

MOZINGO, Lucille Laye, Ph.D. University of South Carolina, 1978. 89pp.

This study was designed to determine if identifying primary pupils' modality preferences for learning to read, and then adapting instruction to those modalities would ameliorate their word recognition skills. The study used modality preference (auditory or visual) as an independent variable, and words learned as the dependent variable.

Four subtests of The Illinois Test of Psycholinguistic Abilities were used to determine the modality preferences of the subjects. The subjects were sixty pupils from grades one and two, who were randomly assigned as to the order of instruction they would receive. There were six treatment groups. Each group consisted of ten subjects, five with auditory preference for learning and five with visual preference for learning.

The teaching procedures used were the techniques used by Mills in The Learning Methods Test. A pretest of word recognition was necessary to obtain thirty unknown words for each group that were to be used in the three teaching methods test situations. After determining the thirty unknown words for each of the six groups, the thirty cards were then dealt into three stacks of ten cards each. This procedure was done for each of the six groups. One stack was randomly assigned to teaching method one; one stack of ten cards was assigned to teaching method two; and one stack of ten cards were assigned to teaching method three. The three teaching methods were auditory, visual, and combination. Recall testing times were immediate, twenty-four hour, and seven day.

An analysis of variance and Duncan's Multiple Range Test revealed a statistically significant interaction at $p \leq 0.05$ level between modal preference and mode of presentation at all levels of recall. A significant interaction was found between mode of presentation and order of presentation at all levels of recall. No significant interaction was found between modal preference and the order of presentation. It was concluded that, according to this research, early screening of primary students in the schools in this study for preferred learning modalities and assignment to a similar modality-oriented program was substantiated.

THE DEVELOPMENT AND EVALUATION OF A DEFINED MINIMUM SKILLS PROGRAM IN READING IN GRADES 1–5 IN A SCHOOL DISTRICT IN SOUTH CAROLINA Order No. 7816523

RAMSEY, Carl Bentley, Ed.D. University of South Carolina, 1978. 138pp.

Statement of the Problem

The purpose of this study was to answer the following questions: 1. Will the development and teaching of a defined minimum skills program in reading in grades 1–5 result in the attainment of those skills and therefore, a higher achievement gain in reading as measured by the Comprehensive Test of Basic Skills? 2. Will ninety (90) percent of the students at each grade level in grades 1–5 master the defined minimum reading skills?

The study was designed to determine to what extent the identification and mastery of a defined minimum skills program in reading relates to a measurable achievement gain.

Procedure

In order to answer the questions posed for consideration in this study, a student population was chosen from grades 1–5 in a school district in South Carolina. There were 404 male students and 378 female students in the chosen population. The population of the study consisted of 580 black students and 201 white students. The student population was characterized by all types of socio-economic backgrounds. An instrument was chosen to measure the students' expected achievement gain in reading against actual gain in achievement in reading. The students involved were given a pretest in April 1976 and a posttest in April 1977. A one-sided T-Test was used to determine any statistically significant difference between the actual and expected achievement gain of those students involved in the minimum skills program, significant at the .05 level. A classroom checklist of skills was kept by each individual classroom teacher to determine the percent of children in grades 1–5 who mastered the defined minimum reading skills.

Results

There was a significant gain in the overall achievement level of all students in grades 1–5 as a result of the teaching of the defined minimum skills in reading. Achievement gain for female students was significant only at the fourth grade level. Female students had a small percentage of failures in mastering the minimum skills in reading. Achievement gain for male students was very significant. The percent of failure among male students in mastering the minimum skills in reading was extremely high. Achievement gain for black students was highly significant. The percent of failure among black students, in mastering the minimum skills in reading, was very high. Achievement gain by white students was not significant at any grade level. White students had the smallest percent of failures in mastering the minimum skills in reading as recorded by each classroom teacher on the students individual checklist of skills.

Conclusions

There was a significant gain in the overall achievement level of the total sample of students involved in the program as compared with their expected gain.

This study has shown that the development and teaching of the defined minimum skills program in reading has definite impact for male students and for black students.

THE PREVALENCE OF SYMBOLIZATION DEFICITS AMONG ELEMENTARY SCHOOL PUPILS AND THE EFFECT OF PERSONALIZED INSTRUCTION Order No. 7815700

SHARPE, Dorothy Snipes, Ph.D. Saint Louis University, 1977. 151pp.

This study focused on two salient variables to the solution of problems in beginning reading--symbolization functioning and deficits amelioration through a personalized language experience approach.

Problem

The symbol functioning of elementary school children with severe reading problems was compared with that of peers who were adequate in reading.

Population

Eighty-six elementary school children, 60 males and 26 females, age range from 7 years to 15 years, Grades 2 through 8, of an urban school system were studied. The samples were 43 Subjects severely inadequate in reading enrolled in two reading clinic programs and 43 Subjects adequate in reading from regular classrooms of the same feeder schools as the clinic groups. Twelve schools were represented in racially mixed sampling.

Procedure

The time period for the study was February 11, 1976 through May 28, 1976. Adjustments were made within this time frame to accommodate retesting procedures normally adhered to in the two participating public school reading clinics.

The design was pre-test and post-test of the reading clinic Experimental Groups. The Sharpe Test of Symbol Automaticity, Experimental Edition, was the instrument used. Specific repetition of personalized corrective instruction was the intervening variable to facilitate skill acquisitions. Representative case studies were reported for each age group.

Two Comparison Groups of Subjects adequate in reading, of the same sex and closely similar in ages, socioeconomic status, and intellectual functioning were administered the same pre-test as their total involvement in the study.

Limitations

Available tests had not appeared adequate for determining symbolization functioning (a reading subskill). The investigative instrument constructed for the study met the criterion of surveying symbolization functional levels of children designated as severely inadequate readers. Content validity was a priority. Therefore, any limitations relative to validity of this test also became a limitation of this study.

The instructional time of 10 to 15 minutes bi-weekly was too brief for ameliorating symbolization deficits of some severely inadequate readers.

Results

A high concomitance between low symbol functioning and severely inadequate reading ability was found.

T-test results of post-tests indicated positive change in symbolization knowledge and skill in symbol application for both Experimental Groups at the .05 level of significance.

Decoding alphabetic symbols corresponding to number referents from 1–26 and tracking words within the A to Z sequence resulted in improved recognition of the symbols, conceptualization of wordness (what a word is), and better participation in the learning process by Subjects who had previously refused or been unable to respond.

Recommendations

Greater use should be made of instruments which delineate specific subskill functioning in the diagnosis of reading. Specifics in symbol functioning such as recognition of all the letters, sequencing ability, and conceptualization of wordness are essential to the reading process and require achieving automaticity in preparation for reading with meaning.

This study should be replicated without delimiting time factors and with adequate consideration of meeting individual needs through a personalized language experience approach.

Its use should be extended to adult populations with extremely low literacy for further study.

THE EFFECT OF A KINDERGARTEN AUDITORY SKILLS PROGRAM ON FIRST GRADE READING ACHIEVEMENT

Order No. 7816815

SIGLER, Patricia Baird, Ph.D. University of Pittsburgh, 1978. 125pp.

The purpose of this study was to examine the effect of auditory skills training given at the kindergarten level on reading achievement measured at the end of first grade. A comparison was made between first grade students who received auditory skills training in kindergarten and those who participated in the regular kindergarten program. Specifically, the auditory training consisted of the Auditory-motor Skills Program of the Perceptual Skills Curriculum developed by Jerome Rosner in 1973. This program is based on 33 behavioral objectives divided into eight levels of increasing difficulty. Initial testing for placement was done at Level D of the Program. The assumption was made that if the child passed Level D he was given credit for mastery of all levels below that point. Once a child's level was established instructional activities were assigned.

The study was conducted in an upper-middle class suburban school district in Pennsylvania. Six kindergarten classes in two elementary buildings participated in the training during the 1975–1976 school year. Training was implemented by the kindergarten teachers and a group of seven parent volunteer aides. The experimental group consisted of 119 students, 53 boys and 66 girls. The control group included 51 boys and 42 girls for a total of 93 students. The control group participated in the regular kindergarten program during the 1974–1975 school year. Both groups were taught to read using the same first grade reading curriculum.

Reading achievement was measured at the end of first grade for both groups using the Stanford Achievement Test, Primary I A. The Otis Lennon Mental Ability Test, Elementary I J was also given to both groups. Using a two-way analysis of variance a comparison was made between the groups (experimental vs control) and sex (boys vs girls) on the dependent variables of measured reading comprehension and vocabulary. The level of significance used to test the hypotheses was .025.

Results indicated no significant differences between group or sex in measured reading comprehension. There were significant differences between groups in measured reading vocabulary scores favoring the control group. The conclusion was reached that the traditional kindergarten program was at least as effective in developing reading achievement as a kindergarten program which included auditory skills training.

AN EVALUATION OF THE EFFECTIVENESS OF THE SECOND GRADE READING PROGRAM AT THE FORT JACKSON DEPENDENT SCHOOLS

Order No. 7816530

SMITH, Thomas Eugene, Ph.D. University of South Carolina, 1978. 63pp.

In this evaluative study, gains in reading achievement for 121 second grade students attending the Fort Jackson Dependent School System were compared to the district's growth objective for reading achievement. All subjects were placed in classes that used either the Ginn 360, Open Court, or combination Economy and Rand McNally reading series. IQ score was a variable used to yield a different growth objective for each student. Subjects were placed in one of the three different reading programs in such a way as to provide racial and sexual balance in each class. The subjects' school records were examined to determine past school achievement. Achievement levels were used as a determiner in assigning students to classes in a manner that would produce classes of comparable past achievement.

The subjects were given the Gates-MacGinitie Primary B (Form 1) reading test as a pretest and Form 2 as a post test. Each subject was administered a Slosson Intelligence Test. Test data were analyzed using means for subgroups, stratified by IQ, and total groups using each particular reading program.

Subgroups of students whose IQ scores were less than 90 did not meet the district's growth objective; however, the differences were not significant at the desired .05 level of confidence. Actual achievement for all subgroups whose IQ scores were greater than 90 exceeded the district's growth objective. The positive differences were significant, at the .05 level of confidence, in comprehension achievement for Open Court students whose IQ scores were greater than 90. Also significant, were the vocabulary achievement scores of Rand McNally students whose IQ scores were in the range 90 to 110.

Recommendations for further research include the use of Chi Square in analyzing successful or non-successful reading programs. The effect of the amount of teaching experience and achievement of students whose IQ scores are less than 90 merits further study.

THE EFFECTS OF MUSIC ON AFFECTIVE AND COGNITIVE DEVELOPMENT OF SOUND-SYMBOL RECOGNITION AMONG PRESCHOOL CHILDREN Order No. 7815605

WAGLEY, Martha Jane White, Ph.D. Texas Woman's University, 1978. 122pp.

This research was designed to investigate the comparative effects in both the affective and cognitive domains of the Creative Action Reading (CAR) program with music and CAR without music in two daycare centers with 4 and 5 year old subjects.

Learning of sound-symbol relationships in the cognitive domain was assessed by pretest and posttest difference scores on the phonics subtests of the Spache Diagnostic Reading Scales in a 2 x 2 x 2 Factorial Analysis of Variance (ANOVA). Assessment of feelings of enjoyment were measured in the affective domain utilizing the Kuhn Response Figures (KRF), as measured by Kruskal-Wallis One-way ANOVA.

The sample consisted of 39 boys and 33 girls. Results indicated a trend in the cognitive area with CAR with music making a difference, and in the affective CAR with music making a marked difference in the enjoyment that the children felt about themselves as they learned the sound-symbol relationship.

Copies of the dissertations may be obtained by addressing your request to:

University Microfilms International
300 North Zeeb Road
Ann Arbor, Michigan 48106

or by telephoning (toll-free) 1-800-521-3042